VOCATIONALIZATION OF ART IN REMOTE AND BACKWARD AREAS
(WITH SPECIAL REFERENCE TO HANDICRAFTS OF AGRA DISTRICT)

"Just as the whole universe is contained in the self, so is India contained in the villages."

-Mahatama Gandhi

1. INTRODUCTION TO STUDY

Mahatma Gandhi, the Father of nation, who conceived the system of basic Education, felt that education in India should have its priority in bringing about a sense of awareness among villagers. In his scheme of basic education, vocational training or work experience is of utmost importance. Vocational training creates the psychology of dignity of manual labor. He argues that work stimulates the individual's mind to think creatively while formal liberal education leaves him inert. (Lukose, 2010, p.89).

Vocationalization is "the benefit of knowledge and skills to increase opportunities, sustainability, livelihood, empowerment and socio-economic development" (Mavlean, R. 2009). Vocationalization is learning of a skill or a range of skills through study of technologies or other practical work. It intends at increasing the employment potential of the people through training programs for self employment with special emphasis on certain skill or skill based occupations.

In India, education has little utility to life, as it does not directly prepare a person for earning livelihood. Due to this the need of Vocationalization has been keenly felt (Sharma & Sharma, 2004, p.211-212). Vocationalization aims to develop skilled man power through diversified trainings to meet the requirement of the industry.

There are no doubts that even after 65 years of independence a large number of people live in miserable conditions of remote and backward areas of India and for whom earning even for survival is a big challenge. These people are totally dependent on the agriculture (Datta, S.K., Singh, K. 2011), which is mostly dependent on rainfall. Being rain dependent it is characterized by low productivity and uncertainty of returns. Jha & Jhingran 2002, Subramanian 1999; Vasavi & Mehandale 2003 found that land distribution is unequal in these areas and majority of the people have only small or no lands. There is a high risk and unsustainability involved in sudden and disastrous downfall of a single resource of livelihood i.e. agriculture. Thus there is a need to pay special attention to improve the quality of life in remote and backward areas. This can be done through the better utilization of rural resources (Suryalatha, A.).

Major problem of their development is that the people of remote and backward areas have only limited awareness of the jobs available in the market hence they need to be trained according to the requirement of the jobs as the work opportunities are changing rapidly. More emphasis should be given to market led skills to ease the miseries of these areas.

2. THE PROBLEM STATEMENT

The 2011 census estimates that 69% of the country's total population lives in villages. These people are poor and at the mercy of nature. Despite the implementation of the number of skill development programs for creating gainful employment and to improve the living conditions of remote India, development of these areas is still a major challenge (Shah, A. 2007). The skill development programs are not designed to offer training to less educated people of backward areas. They have no alternative but to learn trades informally at their place of work from other low skilled people. These are based on traditional technologies and ideas from previous generations (Solanki, S.S. 2008). The quality of these trainings is as good as the skills of master and the master's willingness and the ability to pass on these skills. The range of skills are limited to a particular product only, these skills easily becomes outdated in fast changing labour market.

As mentioned in National Skill Development Policy that the current capacity for skill development in the country is 3.1 million. The 11th Five Year Plan envisions an increase in that capacity to 15 million annually. India has set a target of skilling 500 million people by 2022. It is against this background that this research that is being undertaken has been given the title:

Vocationalization of Art in Remote and Backward Areas

(With Special reference to Handicrafts of Agra District)

3. OBJECTIVES OF THIS RESEARCH

The research conceives of the socio-economic development of the people of these areas from a status of vulnerability and unemployment to employment or enterprise. It aims to study opportunities for the disadvantaged community in the remote areas of Agra District by developing skills and training with the market's need and demand and face the challenges.

Objectives

- To study the present scenario of vocationalization of Art in remote and backward areas and identify the problems.
- To identify the problems associated with the vocationalization of art and the industry participation.
- To investigate the opportunities available to enhance the production and productivity in these areas to raise their standard of living.
- To identify the scope of exposure to trends, skills and ideas that enable learners to better adjust to their work which in turn improves their living conditions.
- To access the needs of remote and backward areas so that development programs can be designed and carried out.

4. SIGNIFICANCE OF THE STUDY

"It is important to know that there are more than 35% of citizens aged below 15 years and 700 million young people below 35 yrs in India" Majumdar, S. (2012).

In this era of knowledge driven society, India with its young population has the opportunity to position itself as a quality of source of skilled manpower in the world. One of the sources of the skilled work force is through vocationalization.

Today, all over the world economies are changing into knowledge based economies. This changing phase of technology requires an individual to be specialized in a particular skill. In order of vocationalization to play its part effectively in the changing international context and for India to enjoy the fruits of demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational training to make students or a person flexible and creative.

The provision of vocational training in tribal areas was addressed in the International Fund for Agriculture and Development (IFAD), but educational gains have not been matched by employment opportunities.

According to a report of IFAD (2005) that there is an immediate need for craftsmen, tailors, irrigation engineers, teachers in tribal areas.

"All sectors in the industry are reporting that the lack of trained human resources is a major constrained to growth and development" (Planning Commission of India, 2010).

Mishra, S., Shome, S. & Agarkar, S. has pointed out that this requirement can be fulfilled by trained and skilled man power. The youth in the remote and backward areas will need to be trained to cater to the needs of the jobs available in the market. There is a noticeable gap between

the worlds of training and the world of work. It is because of this that the students of today are not able to adjust to the world outside effectively.

Trends suggest that the accumulation of human capital in these areas has been low and growth is centered on urban areas. Only 40% of the jobs created in the six years (between 1993-1994 & 1999-2000) were in these areas. Chadha & Sahu (2002) have argued that the slow shift away from the primary sector may signal low levels of human capital among rural workers and their inability to gain better jobs in other sectors.

A survey and need assessment were conducted before start of research with an aim to obtain the data of the socio-economic conditions and to assess the need of vocationalization in view of the existing interest, social circumstances and environment of the remote and backward areas around Agra and Jaipur. It also aimed to identify the possible options of vocationalization, which may be imparted to the people for the gainful vocations of these areas. The following points were explored during survey:

i. **Illiteracy:** Youth of these areas especially women were illiterate.

ii. **Poor family Income:** They have a large family to sustain as compared to their family income.

iii. **Lack of training:** They have very little knowledge about training programs and also have no proper training.

iv. **No guidance:** Seeking an alternative means of adding family income, youth of these areas are occupied in some or other small and unsatisfying means of income generation.

5. REVIEW OF LITERATURE

The Vocationalization has the potential to transform the economic uncertainty, alleviate poverty, unemployment, illiteracy and improve the quality of living.

5.1 Unemployment/Employment

The success of Vocationalization depends on the employability of vocationally trained persons. It should help an individual to develop skills for jobs with a focus on the needs of the market. The skills level of an individual affects the employment prospectus of that person. Skills also contribute in determining the quality of work and the impact of wages (Chadha, G.K. 2003) .

"Employment and wage prospects for unskilled workers have been progressively determining over the past 20 yrs, compared with the situation of skilled workers".(Nickell,1996)

According to Chadha (2003), improvement in quality of employment in rural areas is an important issue at the central and state level.

"The challenge; however is to bring about a qualitative change in the structure and pattern of employment in terms of promoting growth of quality work opportunities". (Government of India, 2001 a: 6)

The Prime Minister Dr. Man Mohan Singh while addressing the Indian Labour Conference in early 2007 said that the country would have to meet the challenge of increasing the skilled labour work force. Thus it is necessary to create infrastructure for skill Training.

Skill development is essential to improve and create the employment and efficiency of the people of remote and backward areas. After looking into the issue Dhar (2008) stated that India has one of the largest labour forces of the world but comprising only 5 percent of skilled workers as compared to South Korea's 95 percent to meet the challenges of the needs of skill development, the Ministry of Labour and Employment has taken an initiative to train one million persons in 5 years.

Ministry of Rural Development in Annual Report (2009-2010) accepted that providing skill development opportunities is a major issue to increase the employment and to provide alternative opportunities for better economic conditions of rural people.

2.2 Skill Training

Skill development in backward regions of India plays an important role in increasing economic returns, social outcomes like their livelihood, health and society.

The revised draft of National Policy on Education (NPE'86) formulated in 1992 has accepted the concept of vocationalization and has recommended the implementation.

UNESCAP (1990) suggested that skill based training can be specified in the form of useful activities and work based skills should be introduced at all levels of education. They have recommended linking education, training and production.

The World Bank (1980) noted that it is inefficient to rely totally on schools to develop vocational skills. But institutions that provide training in skills with wide applicability as a foundation for later-on-the-job training, or short term courses are more likely to be successful.

Skill development programs support employment, economic growth and social development process.

According to Goel, P. skills and knowledge are the pillars of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization.

"The most critical issue is that there is no link between the training structure and the needs of the labour market" (Mishra, 1991).

Middleton et.al. (1991) suggested that in the modern sector, public vocational education sector has not been an effective measure to reach the poor.

Devkote, Saroj.(1996) stated "Vocational education had a positive effect on the individuals."

The objective of National policy on skill development is to create a workforce empowered with improved skills, knowledge to gain access to decent employment (Annual Report: 2008).

To fulfill the emerging need of the market, Government of India has given a lot of emphasis on vocationalizing of education in eleventh five year plan.

2.3 Economic Uncertainty

"Poverty is mainly a rural phenomenon as 70% of world's poor are rural" (IFAD, 2001).

Rural and urban inequalities are also a major obstruction of sustainable development. Rural people are most likely to be among those who are not reached by the drive towards development goals.

"There is a link between poverty reduction and skills training and increased growth, productivity and innovation" (Fluitman, 2002).

Atchoarena (2003) found in his study that the skills development improves output, quality, diversity and occupational safety and improves health by increasing incomes and livelihoods of the poor. According to the human capital theory, "the better educated the labour, the higher their productivity".

"Studies have highlighted that though families may have a high interest in education, they may not be able to translate the same into action because of the context these poor families find themselves in" (Dreze 2003; Subramanian 1999; Jha & Jhingran 2002).

According to World Bank Report (1997) the economic cause is the most evident one in explaining the caste gap in education.

"Caste and class inequalities tend to reinforce each other and there by impact the schooling process of lower caste children because lower castes have lower incomes" (Dreze & Saran 1993).

The Mode Unicef report states "the socio-economic profile appears to be a barrier to enrolment" (Ramachandra, Vimala 2002; World bank Report 1997; Sen 1971; Jha & Jhingran 2002).

Nambissan (2003) in his study pointed out that the dalits and adivasis are economically the most vulnerable sections in remote and backward rural India and are still plagued by poverty. According to NSS survey about 48% of the dalits and 51% of the Adivasis population in these areas below the poverty line.

"Economic constraint prevents these people from being able to meet expenses of fess, uniforms, transport, etc" (Jha & Jhingran 2002).

In this way economic uncertainty obstruct schooling or vocationalization for an average family of these areas of India.

2.4 Family Size

Household or family size (number of persons) affects education or skill training of children in a family.

There is a consistent and inverse association, between family size and persons trained. A household with a large number of children associated with education, not only because of the burden of expenses, but also because elder children have to leave school to take care of large number of younger siblings. (Unni 1996; Dreze & Kingdon 2001; Usha Jayachandran; Duraiswamy; Nayar 1995)

6. SCOPE OF THE STUDY

The present study covers the different aspects of vocationalization in remote and backward areas of Agra district. The study is important as the problems faced by the people of these areas are wretched and for them earning even a subsistence type of livelihood is a challenging job.

7. LIMITATIONS OF THE STUDY

The study and the research will be limited to the remote and backward areas of Agra district only.

8. RESEARCH METHODOLOGY

To accomplish the desired objectives, the study will be conducted by collecting primary data as well as secondary data.

The **primary study** will be done by the responses collected from the respondents through questionnaire and interview. The respondents selected for this study will be basically the workers and artisans.

Sample Design:

Serial No.	Population	Sample size	Sampling Method	Respondents
1.	Remote & Backward areas of Agra district	50 workers	Convenient sampling	Workers of carpets, durries and rugs
2	Remote & Backward areas of Agra district	50 workers	Convenient sampling	Workers of zardozi work
3	Remote & Backward areas of Agra district	50 workers	Convenient sampling	Workers of in-lay work

Since the study will be conducted in Agra district like Sikanderpur, Bahadurpur, Mohasin Pur, Kirawali, Mandi Mirja Khan Fatehpur Sikri, Abhodaya Pur and Sahaspur, etc. personal visits and informal meetings will be the basis of present study.

Secondary Data Analysis

The data will be collected through articles, journals, online published papers and books available on the related topic.

Data analysis will be done by using advanced statistical package especially SPSS.

9. HYPOTHESIS

It is hypothesized on the basis of review of literature that through Vocationalization:

1. There will be an improvement in productivity and living standards of the people of these areas.

2. It will be easy to build high quality skilled workers according to current market needs.

3. The individual's competitive ability will be strengthened.

4. People of these areas will be empowered through improved skills, knowledge, training and gain access to decent employment.

10. CONCLUSION

To conclude it may be stated that there are too many challenges in the backward areas and a need is being felt for the upliftment of the downtrodden, to achieve this goal sustainable training in the form of Vocationalization at the school level has to be worked out. This would help in the preservation, modification and dissemination of art in the remote and backward areas.

11.CHAPTER SCHEMA

Following will be the chapter scheme of proposed research report:

Chapter I a) Introduction to Study

b) Present Trend

c) Statement of Problem

d) Objective and Importance of Study

e) Methodology

f) Hypothesis

Chapter II An overview of Agra District

2.1 Historical

2.2 Geographical

2.3 Cultural

Chapter III Arts and Handicrafts of Agra District

3.1 Carpets, Durries & Rugs

3.2 Zardozi

3.3 In-lay Work

3.4 Others

Chapter IV Designs (used in Handicrafts)

4.1 Natural

4.2 Decorative

4.3 Geometrical

Chapter V Techniques (used in Handicrafts)

Chapter VI Prospects of Vocationalization in Arts & Handicrafts

6.1 Significance

6.2 Recommendations and Suggestions

Conclusion

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